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ABSTRACT

A variety of educational issues and techniques are discussed in 12 essays by faculty and students at the Connecticut community colleges. Phillip Wheaton recalls the austere beginnings of Middlesex Community College (MCC). Mary-Jo Hewitt describes her adjustment to a four-year college after transferring from MCC. Following a poem by James Childs, Peter J. Ulisse urges instructors to make students aware of their enthusiasm for class subject matter, and Joyce Hirschorn examines the application of communications theory to the classroom environment. LeRoy Barnes describes an approach to sociology instruction which involves students in the management of common family crises. James Coleman presents a rationale for a humanities course which requires students to research archival materials. Ann Garrett Robinson imagines how Booker T. Washington might have reacted to South Central Community College's Annual Psychology Art Exhibit. Marge Manfred examines the impact of sentence-combining exercises on students' writing ability. Richard Dolliver uses plane trigonometry to illustrate the design of a sundial. Dimpna Torres refutes popular misconceptions about bilingual education, and Eduardo J. Marti looks at the implications for college administrators inherent in the growing number of Hispanic students. John H. Coggins describes a study of the factors affecting the persistence of women students. (JP)

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# Communitas, Journal of Conn. Comm. Colleges

JC 810 238

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The greatest discovery in our
generation is that human beings,
by changing the inner attitudes
of their minds, can change the
outer aspects of their lives.

William James

"I don't understand it," mused a distinguished academic from a prestigious four-year Connecticut college. "My well-paid associates are groaning about 20-hour work weeks, student apathy, and being in a rut; while our Community College colleagues seem to thrive on 50-hour work weeks, endless community projects, and an incredible range of students, age 18 to 80! Are they crazy?...or are we?"

The year was 1975, the setting Washington, D.C., where for the first time, the National Science Foundation was reviewing grant applications from two-year Community Colleges. From that day to this, the comparison has stuck in my mind and retained its vitality.

In 1981, Community College staffs still struggle with the same long hours, ever shrinking budgets, and student bodies that grow more eclectic each year. Open access systems, like women and minority executives, must prove themselves continuously dedicated and ever diligent to break the prejudicial stereotypes of a skeptical society. New educational frontiers are forged with enthusiasm and applied zeal. No one ever said it was easy. They simply said it was possible.

Iconoclastic thinking turns mathematicians into Editors and Advisory Council Members into avid supporters!

Happy reading in Communitas.

Nancy Child Zimmer
Regional Advisory Council
Middlesex Community College

March 1, 1981

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# THIS IS A COLLEGE?

By Phillip D. Wheaton

We always claimed that Middlesex Community College was born in a coffee pot. That was because when President Fred Lowe, the founding father of Middlesex's parent college, Manchester Community College, came to Middletown to open the doors of the new branch, he brought along a coffee pot, which time has permitted us to recall as the first physical asset of the college.

That, of course, was not quite so. The Middletown Board of Education had donated a little white house for administrative purposes. Somebody put a sign out front, and someone had gone to a tag sale and got a couple of old desks and chairs. But, in the beginning, the coffee pot sitting alone on the bare floor was the only item of significance that we remember, that and the grass outside that needed mowing.

There were no pencils, typewriters, xerox machines. There was no paper, and there were no books, forms, files, catalogs, or regulations. There was no faculty, no students, no registrar, admissions, not even a Dean or an athletic director. As the song goes, we had plenty of nothing. Not even committees or demonstrations. We counted our blessings.

In seconds.

We were so insignificant that the Fullerbrushman who stopped at the door asked to see the lady of the house. "This is a college?" he asked dumbfounded.

There were those that would have answered that question with a resounding no. It was a branch now and would be forever. Be satisfied with a branch, we were told grudgingly. The state can do without yet another college.

It soon became apparent to me that there were those who were thinking otherwise. The local founders, the townspeople, the Press, talked about the college from the beginning. In short order, the mailman began delivering letters addressed to the President, various Deans, Department Chairpeople of Middlesex Community College when there was only my secretary and myself on board. We even got mail for the Middlesex Community College Alumni Association and we hadn't even opened our doors! Somebody leaked the word to the federal government about our existence, and soon we were receiving requests for all kinds of information about our students and faculty and staff that we couldn't possible answer. Salesmen came to the door to sell



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us scientific equipment and computers. People phoned us to speak to all and sundry just as if we were a college in full bloom. It was easy to forget our branch status.

And then there were students who wanted to go to the college. As we sat in our spartan surroundings, we wondered and doubted. How could anyone enroll in a college that did not exist? Talk about faith. We prayed for twenty-five and got fifty. We projected seventy-five and soon there were a hundred and fifty. We didn't know the reasons, but God, it was exciting!

We first had a feeling that we were a college when a group of students gathered in the little white house to decide on an appropriate occasion for openers. No offense to Manchester, it was apparent they wanted to open their own college. We had no facilities and no money, and so an out-door backyard picnic was planned.

We had our doubts. Where would the food come from for maybe two hundred people, and how would you prepare it when the only piece of equipment you had was President Lowe's coffee pot?

Talk about feeding the multitudes! All day long the food came. Hot dogs and hamburgers by the gross from stores. A huge roast from the Father of one of the new students. Casseroles and salads from homes. And chips, pickles, watermelon and cakes. By five o'clock of that great day, we had food for five hundred.

So taken were we with all of this, we did not notice the gathering of dark clouds in the sky, and a summer cloudburst drenched the picnickers twenty minutes after the picnec had begun. There was a building across the street with an unlocked door, and everybody grabbed food and ran.

Laughing and happy in our sopping wet clothes, we filled our faces and our stomachs, and then we marched down the street to a school auditorium to make appropriate remarks.

But we needed no ceremony to announce with speechmaking that we had arrived. We knew as we walked down the road with our students and small staff, a rag-tag group if ever, that we were not to be a branch, but we were, from the beginning, a college. We knew there would be a struggle in the days ahead to bring that about officially. But we also knew that our fate as to what we would be in the future would not be decided in Hartford or anywhere else. It had already been decided upon on that day with finality before classes had commenced.

TRANSFER OF A NON-TRADITIONAL STUDENT

By Mary-Jo Hewitt

When Middlesex Community College graduated the class of 1979 I knew that age 49 I wasn't the oldest person who'd be receiving a diploma that day but I was the only graduate who'd been taking courses since the college started twelve years earlier. Non-traditional? You bet!

Through grade school and high school fear of math had kept me from considering college. I enjoyed reading, and writing came easy, so eventually I earned my living as a commercial copywriter. After ten years of marriage and two children I began to feel that my mind was getting stagnant.

When Wilbert Snow's dream of a junior college for Middletown became the reality of Middlesex Community College, some of the courses were taught at the local high school, just down the street from me. Nothing more profound than proximity set me on the course of a non-traditional student. Although the physical surroundings were sometimes less than ideal--I learned biology behind the barred windows of a state mental facility--the academic atmosphere at Middlesex was never less than challenging and always comfortable, personal and non-threatening.

After 12 years in this safe, protected environment I didn't feel ready to transfer to a four year college but I knew I had to. Thanks to Jean Smith, my math anxiety had been reduced to almost nothing and I finally knew what direction I wanted my life to take. I felt I should help prevent math anxiety in others and to do so I had to learn to teach.

I chose Central Connecticut State College on much the same basis as I chose Middlesex: it was close and the cost was within my means. It was with more than a little trepidation that I presented my transcript. Because all of my courses at MxCC were such fun I was afraid some of the credits would not be accepted elsewhere. My fears were unfounded. Fifty-nine of 62 credits were deemed transferable.

I wish I could say that my own transition went as well. No longer was I recognized by my name; it had been replaced with a student I.D. number. And even though newspaper articles and TV commentaries had been touting it as the year the over-forty crowd would flood college campuses I was the only non-traditional, older student in any of my classes that first semester. The support I got from

other students was nothing short of inspirational. Instead of treating me like some kind of oddity and wondering what I was doing in their midst, what I heard most was "Wow! I wish my mother would go back to school!"

My impression of the instructors was less favorable. I'd grown quite used to the non-pompous, down-to-earth types I'd been taught by at Middlesex. The hard-nosed insistence on being called "Doctor" when academically qualified for the term, belittled their believability. I'd expected to sacrifice a lot of the intimacy of a community college campus but I still found it hard to accept. During my second semester I learned a valuable lesson: instructors rarely make the first gesture of friendship. The student must reach out initially.

Making the transition from a part-time, non-traditional community college student to one carrying a full course load at a four year college has been much easier than I'd anticipated. Once I got over the initial feeling of being an anonymous entity in a sea of students who all seemed to know one another the change wasn't really that bad. These days, crossing campus, one of my biggest kicks is having other students greet me by name.

I know I won't stop taking courses once I'm through at Central. I've reached the point where the more I learn, the more I realize how little I know and how much I still want to learn.

This never would have come about if it weren't for the people who taught me at Middlesex Community College, who encouraged me and who convinced me that there was no limit to how far a non-traditional student could go.

Hmmm...wonder if I should get my Master's in Math or Education?

## ALLEGATIONS OF HESIOD

Only darkness existed,
Except for a speck of light.
A mere dust flake.
The mote of light feared darkness
Tried to flee
But where to when all is dark?
Then the darkness said to the light:
"Do not fear me. I am this for eternity."
The mote of light gained courage.
Began to grow.
First to the size of an apple,
Then a house
Then a mountain
Then bigger than the earth:
Until it was as large as the universe --
Except for a mote of darkness
That was afraid
And had no place to hide.

Once, after Prometheus gave man knowledge,
He asked the gods to give man joy.
The gods agreed.
From Olympus descended life's wine:
Men and women were warm and young
Laughter and music filled the air
White, red, and yellow covered the sky.
Despite all this man knew no joy.
Prometheus again beseeched the gods.
From Olympus descended life's salt:
Men and women would age
Sadness and keening might fill the air
Black, blue, and purple could cover the sky.
Life became all things.
Man possessed joy --
Which is why too
The waters run and the winds blow
So very hot
So very cold.

### Haiku

Winter's knife cannot
Choose the precise pore to touch
With its quick bladepoint.

By James Childs



Oct 11

# ENTHUSIASTIC TEACHING IN THE COMMUNITY COLLEGE CLASSROOM

By Peter J. Ulisse

Community College faculty face many outside pressures which were not totally apparent even less than a decade ago. Job insecurity, slashed budgets, huge classes, and proliferation of administrators at the expense of teaching faculty are just some of the problems which now directly affect them. Many of them are anxious, upset, and frustrated. While they still love their material and students as much as ever, their morale has eroded as quickly as inflation has risen. They are still teaching their courses, serving on committees, and keeping up with their subject, but they are fulfilling these functions in a blase manner. In short, they are less enthusiastic about what they do and this attitude, whether they care to admit it or not, has a detrimental effect on the classroom.

OK. Let's assume for a moment that lack of enthusiasm is a major problem in teaching today. What can be done about it? Can we force instructors to be enthusiastic? Maybe not. But we can remind them of the way they were five, ten, or even twenty years ago when they first entered a classroom. When was the last time they sensed that "discovery" Keats felt upon reading Chapman's Homer? What has happened to that wonder which poets and children possess but which they have lost along the way? And how is it that some still maintain that enthusiasm? Is it really naivete?

Even if some instructors admit to a lack of enthusiasm, however, they still may not be convinced as to its positive effect on a particular classroom. Although many of the comments I will make may be applied to any subject area, I will restrict my statements to a typical Introduction to Literature course and further confine my examples to poetry since it is often the hardest of all English 102 genres to develop enthusiasm about.

Teaching poetry with enthusiasm begins the very first day an instructor walks into a classroom and it entails many do not's. Do not enter with a bored, angry, or condescending attitude even though you have taught the same course for ten straight semesters. Don't look upon your students as "required contact hours" or complain that the class is too large. Don't pass out long lists of literary terms to memorize or insist that students come to grips with iambics, oxymorons, or villanelles. All of these will come with time and the instructor who insists on these at the beginning of a course will immediately turn off a class already predisposed against poetry.

Very often the overly academic approach is used to disguise the instructor's own lack of enthusiasm and students will see right through it.

The college professor who is truly in love with his subject matter will realize that his own appreciation for poetry (or anything else) will not be complete until it is shared with his students. And, in conveying this love, he will constantly place himself in his student's eyes. He will then see that he cannot lecture continuously; cannot read long passages from pedantic critics; and cannot sit in circles permitting students to babble aimlessly. He will know all these things not because he has studied "technique," but because he has sensitized himself to the needs of his students. He now will understand that, in order to be effective, he must get beyond technique or criticism--back to that emotional world of fear, anger, love, loneliness, beauty, and frustration. Back to the world of the poet himself. The instructor will demonstrate that, while poetry may end in wisdom, it always begins in delight, and he will convince his students that, when Wordsworth was writing "I Wandered Lonely As A Cloud," he was not primarily concerned with being a romantic, but rather existed as a human being who first felt alienation and then fulfillment. If the instructor is enthusiastic in doing this, it will be relatively easy to convey this common experience to students even though they are not British and this certainly is not the Nineteenth Century.

Once the student has identified with the emotion behind the poem, then, and only then, can the instructor proceed to the more formal elements. And even here he should not move too quickly. He should demonstrate form as he might grammar in a composition class--not as an end in itself, but rather as a necessary means to a finished product. If this is done correctly, he can show the student that, just as a house will not stand if it is built improperly, so the poem will fail to justify the human emotion which inspired it if it is put together haphazardly. Figures of speech, metrics, and tone are not terms invented by English instructors to bore students, but are necessary tools of the poet. Students must be clearly shown how Robert Frost cannot completely create sense experience in "Stopping By Woods on a Snowy Evening" without alliteration and assonance; how Herrick cannot adequately convey quickness of time in "To the Virgins" without meter; and how Houseman cannot convey his attitude toward life in "Is My Team Ploughing?" without controlling the tone. Only when students realize this essential connection between experience and form all they be filled with the excitement of that scientist who "saw a new planet swim into his ken." Only now might they be transformed from a potentially bored and passive audience into a lively one actively pursuing materials they might have originally thought as beyond their capability.

I could summarize this article by listing all the techniques an instructor should keep in mind when teaching a class in poetry: making the abstract concrete; providing examples meaningful to the students' lives; introducing literary terms gradually and so on. But the list would be meaningless. For, without enthusiasm and a sensitive awareness of our students as individuals, all the technique ever recorded will not bring about the desired results. But if, for at least the time we enter the classroom, we can temporarily forget about inflation and the job market and remember the way it was when we first discovered our subject matter, we will have found something much more valuable than technique. We will have learned that only when knowledge of subject matter is combined with love of students is an enthusiasm born which allows technique to be a natural instead of a learned experience. Only then will the journey from delight to wisdom end in the perfect merger of the two.

THE END

# THE MOMENT THAT COUNTS

By Joyce Hirschorn

The alarm goes off and we're ready to face the day--the first day of classes, or are we? Our syllabi are ready, the activities planned. But have we taken the time to create the optimum learning conditions for achieving our goals:

A. Analyzed the physical setting of the classroom (seating arrangement, lighting, location of instructor's desk, bulletin-boards, noises, temperature, etc.)

B. Considered our appearance (clothes, hairstyle, visual impression)

C. Thought of the best way to present our ideas (stand or sit, in front of or behind the desk, read the entire lecture or use notes and speak extemporaneously, facial expressions, gestures, voice quality, eye contact).

What we're talking about are speech communication skills. Whether we like it or not, we all are speech communication specialists, either as purveyors of information or practitioners of behavior modification. This statement may shock many of my colleagues who still think that if you know, you can teach. However, our effectiveness can be improved by our knowledge and use of good communication skills. This can be measured by our success with our students, i.e. their knowledge and their ability to demonstrate it--grades, for which we must assume a degree of responsibility.

The library shelves are overflowing with scholarly treatises on the classroom as a learning laboratory, intrapersonal communication, nonverbal communication (proxemics, kinesics, haptics, paralanguage, chronemics), small group discussion, rhetoric, persuasive speaking, interpersonal communication, etc. How many have read through or even skimmed these books? For those of you who have not, here is an inventory of some of the most important speech communication concepts which should be included in your preparation for the first day and the possible applications:

1. Nonverbal communication - all the aspects of communication without meaningful words: proxemics, the use of space; kinesics, the use of body movement; haptics, the use of touch; paralanguage, all the sounds, such as "uh-uh," "you know," "like," yawns, quality of voice; chronemics, the use of time, color, smell; just to name a few!

Now that you know, so what? Well, for one thing, familiarize yourself with the room before classes start. What is stationary and what is not, are there enough chairs for all the students enrolled? What is the best seating arrangement to enchance the communication interaction? Researchers[1] have found that there is an "action zone" for greater student participation. The placement of the furniture can make it happen by either moving the desks and/or chairs, depending on the number of students or for the instructor to move around making more contact with the students. A circle or a horseshoe arrangement produces maximum interaction. If yours is a large lecture class, the responsibility for participation can be shared by the students by making a simple statement, such as, "Researchers in nonverbal communication say that where you sit gives a message, if you choose to sit in the rear, I get a message that you don't want to be involved."

Are you able to make the room more visually attractive? Pictures, a bulletin board, just making sure the window shades or blinds are even can add an element of neatness. Research shows that the beautiful room produces feelings of pleasure, energy and desire to continue the activity as well as more effective performance.[2]

Have you thought of standing at the door to the classroom before anyone gets there and greeting each and every student with a smile, a handshake and "Hello."? Try it, you'll be amazed at the results.

If the room has a musty odor, bring in a pleasant smelling aerosol and spray before starting the class. Smells are part of communication, including your own. How close do you get to your students?

2. Intra and Interpersonal Communication - how do you feel about being there, are you eager to begin? Are you looking forward to teaching that particular course, at that particular hour?

ATTITUDE, yours and the students', is the message that must be communicated positively. According to "First Impressions of Community College Instructors: The Effect and the Affect."[3] the instructor should be physically involved, conversational, empathic, honest, creative, and relate to the student as a peer in a close but democratic manner by placing the emphasis of the instruction on the student. Be aware of the meaning of arriving on time,

dressing attractively, speaking in a pleasant and enthusiastic manner and share this awareness with the students. They too, affect the climate of the classroom with their attitude and behavior.

3. There is no way not to communicate. No answer is an answer. We are always sending messages even if we don't intend to. We must also realize that there's no guarantee of the outcome of every communication transaction even if we were mind readers, master-hypnotists or wizards.

By using the research of the communication experts, we have the opportunity to wield enormous power to control and direct the attention of our students, so they can learn faster and better. That moment, when we welcome our students into our midst, that first impression, determines the success or failure of our class. Let us all make it the moment that counts.

Notes:

1. Innovation Abstracts (National Institute for Staff & Organizational Development) North American Consortium, The University of Texas at Austin, Vol. II, no. 19 Class Arrangement, no. 22 Measuring Classroom Climate to Improve Teaching Effectiveness.

2. Mark L. Knapp, Nonverbal Communication in Human Interaction, (New York: Holt, Rinehart and Winston, 1978); 95-96.

3. Tyler H. Tindall, First Impressions of Community College Instructors: The effect and the affect. Paper presented at the Speech Communication Association Convention, New York, November 14, 1980.

# THE NEED FOR FIRE DRILL SOCIOLOGY

By LeRoy Barnes

Forty students sit expectantly before me all hoping to learn sociology--or whatever that word represents in their minds. To me, those students symbolize social problems--certainly not because I see them as social misfits!--but because the very problems I cover in class will occur in their lives before the college year is over.

Let's play with a few statistics. If I multiply my class by five, I get 200 persons, a reasonable representation of the families in which my students live. Most live with parents, or are parents, or have married siblings, or teenage siblings, or children, or elderly relatives. Well, perhaps multiplying by five is too conservative a figure; let's go on.

If one-third of the marriages in America end in divorce, it seems likely that every student in my class will experience divorce either directly, or indirectly through a parent or sibling. If one-fourth of marriages involve even occasional spouse beating, every student directly or indirectly will have to deal with that trauma.

Since all but a fraction of a percent of my students have parents or close aunts or uncles or grandparents, all are interested in matters of social security. At first they balk at studying "old people", but they see that they have the financial needs of aging relatives in their future, their attention quickens.

Take problems of child abuse. Take unemployment. Take any problem mentioned in a modern college sociology text and community college students will experience it personally. Because community college students do indeed represent the community at large, they bring to school all sorts and conditions of human kind.

Over the past two years, I've experienced re-occurring need to listen to students recount their social problems.

> "My husband beat me last night, can you help me find a women's shelter?"
>
> "My brother beat my parents real bad yesterday and the police won't do anything because Mom and Dad won't sign a complaint."
>
> "My brothers held up a bank and I'm left to console my folks."
>
> "My wife-husband-brother-sister-father-mother-son-daughter is an alcholic. What should I do?"

"What should I do about my elderly father who can't get his pension?"

"What should I do about my need for a day care center?"

"What should I do about my landlord trying to put me out?"

My students aren't nuts, degenerates, nor chronic complainers--nor are they more prone to disaster than other citizens. The point is most citizens do in fact have such problems. Students who move to dormitory colleges sometimes can leave family dilemmas behind temporarily. Community college students by contrast live among the joys and sorrows of relatives and friends.

When I started this profession, mentors cautioned me to be "relevant". Well, mentors, have I got news for you! Community colleges are about the easiest places on earth to be relevant while teaching social problems.

Discuss any problem in class and someone is certain to have lived through it. Take the day we discussed child abuse and two women went immediately home to discover such abuse in progress. One received a phone call from her teenage daughter who cried that her father, who had custody, was constantly drunk and beating her. The other walked in on her forty year old baby sitter kicking her infant nigh to death.

Raise a problem in class and get out of the way. Survivors of social problems love to "confess", to share their experiences and hard-learned wisdom with others. I recall one older woman rising in anger at a younger woman over wife abuse. "Honey, don't you dare question that wife abuse happens to regular people. Come to the lavatory with me and I'll show you the scars. I lived with the b_____ for fifteen years!"

We need, however, more than class participation. I feel we require what I term a "Fire Drill" approach. Classes ought to go beyond teaching statistics and theory of social problems. They must teach basic survival. Specifically, students need to be armed with suggestions of agencies and phone numbers and specialists to contact when trouble occurs. (Note I didn't write IF trouble occurs.)

Students should receive opportunity to practice on mock cases. They need too some minor training in what not to do, for example, they should be cautioned against playing counselor or postponing going to a professional out of sentiment. Teach them how to take direct action.

Take cases of sexual harassment of women on the job. How should a woman handle herself under such circumstances? Knowing only the theories of women's lib from a text won't do much. Learning how to keep a log of names and dates of harassing incidents will serve to establish her case. Knowing whom to phone and what to say will help too.

What to say to police when called in to settle a domestic dispute is important. Students need to realize that police often take as part of their training the very course our students are presently studying. Recognizing that police aren't "experts" can get students to assist by asking for outside help, for a women's shelter, for a social worker in times when police forget to offer such help. Women particularly need to learn that a typical reaction of a beaten wife is to cover for her man. Perhaps by knowing, she will save herself from future beatings.

Before a student receives credit in a social problems class, that person should be required to demonstrate exactly how to handle a half dozen assorted "typical" problems. Phone Book in hand, each student should explain the theory of the problem from a research point-of-view, then move on to give phone numbers of agencies, explain what to say and what type of response to expect.

Two added areas need attention within the profession. First, instructors of social problems or any similar course involving students' personal needs, should be able to counsel a student in private. While such counseling is usually initial and students are quickly referred to counseling staff, a cluttered desk in an open room is hardly a proper place to help a distraught person. Because we professors raise topics of human concern in class, students naturally seek us out. Give us somewhere we can share as a department in which a student can cry out-of-earshot of the prying world.

Second, it's time publishers woke up to the counseling needs of community college students. While books should continue to contain theory and descriptions of professional research, they should include practical advice as well. Most certainly publishers ought to cut the dangerous phrases out of texts. One text just published states that a male discovering his homosexuality undergoes a period in which he tries to be female. Imagine a fearful, closeted student reading such insensitive sophistry!

Publishers and authors must be moral enough to know the affects of what they publish on community college readers. Especially unforgivable are social problems texts which obviously have not been reviewed by someone within a given social problem. I do not expect every author to know every problem first hand. But I do hope he has friends who do: beaten wives, elderly, gays, blacks, poor, alcoholics, drug users. And I certainly think he should know those who counsel in every area of social problems. And I require every line an author writes to be previewed by such "field experts" before it hits the presses.

Community college students provide a unique way for public institutions to get to our public problems. Unlike with high school students, adult and "taboo" topics can be discussed without community outcry. Unlike high schools, we mix students of many different ages permitting those old enough to have experienced problems to share with those who are younger.

Fire drills save lives. "Fire Drill Sociology"--a sociology which prepares people for the worst just in case it might happen, can help to make lives easier. If college is relevant, it must be realistic. If it is humane, it will listen to the voices of its clients.

"The study committee from the National Proliferation Council's Board of Trustees for Licensing, Evaluation, and Accreditation will meet with you."

# THE IMAGINATIVE RECONSTRUCTION OF THE PAST

By James Coleman

The genesis of my new course, which for this article I will describe as "Directed Study at Mystic Seaport," is easy to trace. In 1958, I undertook freshman English at the University of Detroit under the tutelage of C. Carroll Hollis, a fine American Literature scholar. Though I was not a superior student, he seemed to take some interest in my trenchant prose, and we began to converse. Some time during the course I read The Scholar Adventurers by Richard Altick, and while no conversion like that of Paul's on the road to Damascus occurred, my vague notions about being a lawyer or something in the auto industry were thrown a bit awry.

I completed the course with Hollis, not quite aware that any change had taken place, and went into the next English course, for which a research paper was required. I found myself hanging around Hollis's office like a poolroom neophyte trying to absorb enough of the game to run a few balls himself. Hollis finally noticed me, and suggested I write on John Brown, if I had a term paper to do for someone else's class. Then he suggested that I try to investigate the Burton Historical Collection at the Detroit Public Library.

I had read in The Scholar Adventurers about such collections, but I had never suspected that Detroit had one. Soon I was reading newspaper accounts of abolitionist Brown's visits to Detroit in the 1840s and 1850s, looking at notes in his handwriting, and so on. While the resulting paper was not brilliant, I had learned a great deal about research, and something profound about what kind of residue the life of a firebrand like Brown will leave.

There were lessons about the passage of time, the hope for revolution, the collision with existing forces that fanatically committed people are likely to have, or, in Brown's case, to seek and provoke.

I was, in effect, the magician pulling the illusory rabbit of the past out of my top hat, and I found that my full imagination and intellect were required to make the trick work. I was engaged deeply, my resources were all drawn into the task of reconstructing and reliving a life and episodes from the past. That the picture would always, always be incomplete added a perception about transitory human life that extended to my research, to me as researcher, that suggested a mystery that I was then, and am now, sure is not even approachable in any other medium of study.

So the idea of making up a community college course that might provide a framework for similar experiences for my students (I hope my readers won't mind if I don't try to pin the experience down further) has been a long-standing preoccupation of mine. But how? The library at Mohegan had 15,000 volumes. Out of necessity, the librarians threw away the magazines after eight years. A pragmatic spirit was behind our library that was antithetical to the spirit needed for the kind of research I had in mind. The need was to serve numbers of students, not to keep boxes of arcane materials in hopes that someday someone would come along to discover hitherto-undisclosed secrets in them.

The local public library was constantly disposing of "dated" materials, seeking the same efficiency as our college facility--meeting the needs of their clientele, looking realistically at space requirements. Very few people believe that truth will be found in poems or in novels; fewer still relish the imaginative reconstruction of the past in their own heads on the strength of ledgers, journals, old newspaper accounts, and so on.

There is Faulkner's marvellous picture of Ike McCaslin discovering the iniquity of his ancestors in the family ledgers in Part IV of "The Bear," and there are volumes given to the letters of figures like Rimbaud, contesting overcharges with the local butcher or greengrocer, but such literary and biographical researches are not candidates for the best-seller list.

In looking especially at students, one often hears the charge that they are passive, numbed by television and modern times in general to the point where ideas of great worth presented and dramatized brilliantly by fine teachers do not even stir them to yawn. Perhaps, I thought, perhaps that is because they have never known the pleasure of discovery themselves; they've been fed great ideas, but never thought about them at all, except as answers for a test.

Would they learn what I did from handling old documents? What had I learned that had lingered so long in my mind and seemed, then and now, so important?

Through a bit of good fortune, I learned that Mystic Seaport, a dozen miles from our campus, was not merely a tourist facility, but also had serious aims as a historical site, aims which were romantic enough for the Seaport's directors to think that maintenance of a collection of 400,000 items in a manuscript collection was worth a floor of the Seaport library.

What was there? An indescribable array of journals, ships' logs, business records, family trees and chronicles, records of the slave trade, and so on and so on.

Compelled by a force similar to what I had experienced twenty-two years before when studying John Brown, I set about designing a course framework to channel students into the Mystic Seaport, its library, and its other historical collections.

I will close this article with the course description which I hope will suggest one way that faculty members with leanings like mine might be able to duplicate the type of setting and framework which allowed them to engage in the imaginative reconstruction of an earlier time, a pursuit which I consider the best kind of experience, the richest learning which academia has to offer.

HUM 201-202 DIRECTED STUDY IN HUMANITIES

These directed studies are designed to use the library and manuscript resources at Mystic Seaport, in conjunction with other Seaport collections, departments, and facilities, to introduce students interested in the study of humanistic disciplines (such as history and literature) to intensive research using both primary and secondary source materials. Those selecting HUM 202 will undertake an original research project with the assistance of a faculty director. HUM 201 may be taken separately, or HUM 201 and 202 may be taken together. HUM 202 alone may be taken with instructor's permission only.

# THE PSYCHOLOGY ART EXHIBIT

# AND THE IMAGINARY TOUR BY A HISTORICAL PERSONAGE

by Ann Garrett Robinson

## I. Introduction

The Psychology Art Exhibit is an annual event sponsored by four psychology classes at South Central Community College, New Haven, Connecticut. An art gallery is created in a school corridor adjacent to the College Cafetorium. On display are art projects prepared by the students in conjunction with their course studies in psychology. The art works are a representation of one semester studies. The Psychology Art Exhibit is unique in its emphasis on the utilization of various materials to show learnings from the textbook. Paper products, weaving, wood carvings, pottery, embroidery, knitted materials, quilting, beading, clay products, oil paints, water colors, plexi-glass, transparencies, marine corals and a variety of other materials are used to present learnings from textbook chapters. Each art exhibit generally contains 100 projects. With its physical proximity to the regularly used College Cafetorium, the viewership includes the entire college community, i.e., students, staff and visitors.

The Psychology Art Exhibit is associated with the Annual Psychology Holiday Symposium, a multi-media event sponsored by the same group of students for their families during the month of December. The overall intention of these student activities is to provide an educational experience in a social and psychological climate conducive to the adult development of participating students. Through these experiences, our adult learners can both demonstrate and gain recognition for competence, knowledge, achievements and intellectual development.

The purpose of this report is to share information about some of our ways of working with adult learners in community college settings. To add an evaluative flavor to this report, we have chosen to include some conjectured perspectives which might have been brought to the Psychology Art Exhibit by a historical figure, well known for his educational thoughts and practices in industrial education.

## II. The Imaginary Tour by a Historical Personage Booker T. Washington (1865-1915)

If Booker T. Washington were alive today, and by some slight chance, came to visit our Psychology Art Exhibit, how might he critique or react to this educational event? The Washington personality was well known for its espousal of a schooling process which aimed to educate the head and heart as well as the hands. Clearly, each student had to use his hands, head and heart to produce the arts and crafts shown at this exhibit. One might conjecture that, on this basis,

Booker T. (as he was fondly called) would perhaps nod his head in appreciation of the educational value of these precious art works.

As Dr. Washington continues his tour of the art gallery, his observational assessments might also be connected to reflections about how each art project required the student to apply what was learned in the textbook material. Booker T. was often known to say "an ounce of application is worth a ton of abstraction". In his day, he was not a great advocate of liberal arts education for the masses. However, the application of a classical course to the tangible benefit of the adult learner might be perceived as a useful educational experience. In this tour, Dr. Washington could certainly observe learnings applied in literally hundreds of art projects. The presence of applied learnings could receive a favorable critique from this expert observer.

A student joined Dr. Washington, pointing out various projects which were highly popular with the student observers. Look at the Biology and Brain projects! One student did a wood carving of the left and right cerebral hemispheres, showing the occipital lobe, temporal lobe, parietal lobe and frontal lobe. "Oh! As an agriculturalist, Dr. Washington, you may be much interested in this: Did you ever see white beans, peas, rice, and brown beans used to create a guide for showing the various parts in a lateral view of the human brain in cross section." The fancywork and embroidery shown in that pink and white model mounted on a rotating stand is as soft-textured and beautiful as it is informative about the relative positions of major brain structures. Lift the red felt pieces on that five foot standing poster in order to see how the brain relates to various functions of the human body. Can you believe that a legally blind student made the Chinese puzzle box, showing more than four intricately drawn views of the brain? How did she encase each view with plexi-glass? "Each art project appears to exhibit the application of learnings in a creative fashion," concluded the student.

As we continued to host our quiet-mannered, popular educational scholar, what else could be shared about the usefulness of these art projects to the students' development. This teacher and our students note that performance on objective tests measuring cognitive learnings is much improved following the execution of the art projects. Interracial and interpersonal harmony is also much enhanced by their assignments. Booker T. might be quite interested in both of these observations for he dedicated his life to building Tuskegee Institute, teaching ways of working with the masses (3H teaching processes) and searching for ways in which the two dominant races of the Southlands could learn to live in harmony.

The Social Psychology Art Exhibits represent the teamwork of students from diverse backgrounds, different cultural groups, and multi-ethnic origins. Standing on a cafeteria-sized table were two Wall Panel Scrapbooks. Each scrapbook contained a series of walnut wood panels. Each panel was three feet long and three feet wide. A gigantic metal, circular loop was punctured through the sheets of wood, holding them loosely together. To conceptualize this much inflated scrapbook, imagine a regular one blown up to stand three feet tall. Every student in the social psychology class selected a page in this scrapbook to decorate according to their own creative tastes. The content of the page told a story about the student's interests in school, social psychology projects, and personal educational meanings, which might be publicly shared. Of necessity, the students worked co-operatively on this project. The scrapbook could not be moved readily from its temporary position near the teacher's desk. It could not be transported from place to place or home to home; it weighed over 100 pounds. The students worked, outside the classroom on this project. Cooperation was required. Resultantly, a colorful, informative, unique scrapbook was produced by the group. "If you could have but seen us working helpfully together", observed one enthusiastic student, "you would have observed how valuable it is for people from all walks of life to work jointly in a mutually beneficial endeavor."

As we continue to fantasize this visit by Booker T. Washington, we imagine him moving down the single corridor set aside for four days for the Psychology Art Exhibit. Enlarged posters are visible showing Introductory Psychology students' profiles of interests in psychology. Student photographs were pasted on these posters, along with other representations of their life interests. This information is potentially useful to the teacher of future psychology classes; what a consciousness-raising experience!!

As our tour began to reach its conclusion, Dr. Washington was asked what methods of observations are useful when observing schools, teaching processes and student works. Of his many writings, the article entitled "The Mistakes and the Future of Negro Education" is best recollected for these present writings. ". . . I went about, to note not merely the progress that has been made inside the school houses, but to observe, also the effects which the different types of schools have had upon the homes and in the communities by which they are surrounded." With those observations in mind, we conjectured that a positive critique could be anticipated regarding the community services value of the Psychology Art Exhibit. In the State of Connecticut where we work, community services is defined as those cultural, recreational and educational activities sponsored by an institution, generally beyond its regular school day and traditional school program. In this way, the art show was a community services project. Beyond that, we are told, the work of our students reaches their homes, their communities

through their own personal, ego networks. Some have changed the course of their lives through these experiences, we have been informed.

Booker T. Washington was a discerning observer, a scholarly writer and an expert educational evaluator. The way his personality might react to our Annual Psychology Exhibit is, of course, open to conjecture. If he were to react to this educational production in the manner of our students, he would be satisfied with the merits of this educational endeavor.

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# SENTENCE COMBINING AND THE COMMUNITY COLLEGE STUDENT

By Marge Manfred

How often have you ended a semester of teaching composition, wondering just how much the students had learned? Usually we have only our subjective impressions of individual students, and it is the lost sheep that wander through our memories as we make out the final grade reports. The question haunts us during "vacation": we review new text books, searching for a fresh approach; sort through our dittos, revising and inventing exercises; brouse through the professional journals, looking for research that will give us some direction.

As an anodyne to this biannual distress, a group of composition teachers from the University of Connecticut, Eastern Connecticut State College, and Mohegan Community College designed a cooperative research project to assess the effect of sentence combining on our various student bodies. We were curious about how our students would fare in comparison with groups that had been studied at other colleges. The arrival of a new college level text on sentence combining made the project seem feasible. We are still mulling over the results of the project, finding that we have more questions than answers, but it was fun and I want to give a preliminary, anecdotal report. More importantly I want to invite other collaborative projects because I found that the most successful aspect of the experiment was the exchange of ideas.

For the non-English teachers who may be reading this article, let me explain that sentence combining is an approach to improving writing, developed in the 1960's as a result of research on how children learn to create their own increasingly complex sentences. The theory is that kids learn simple or "kernel" sentences first and then gradually assimilate patterns into which kernels can be combined, thus producing a variety of sentence structures. By the time they reach fourth grade, kids have acquired an oral mastery of basic grammar. What some of them fail to master, even by the time they enter college, is the written expression of their linguistic competence. Sentence combining exercises provide students with written patterns to imitate and sets of kernel sentences which they must combine to fit the patterns.

Sentence combining was originally intended as a means of increasing the maturity of a writer's style (syntactic maturity). One of the obvious differences between the writing of a fourth grader and a high school senior is the length of the sentences. Researchers claim that the length of both independent clauses (T-Units) and dependent clauses is a fair measure of writing style and seems to correlate with overall writing quality. By the way, Caesar would not fare well if we used these measures to rate his famous "I came, I saw, I conquered."

Research on sentence combining at the college level is not as extensive as at lower levels, but a few large scale studies have been undertaken, most notably by the authors of the text that we used. Max Morenberg, Donald A. Daiker, and Andrew Kerek of Miami University (Ohio) used sentence combining exercises exclusively with an experimental group and then compared their gains in syntactic fluency and overall writing quality with a control group which used traditional approached to composition. At the end of the 15-week semester the experiemental group showed gains in syntactic fluency and their essays, rated by an independent panel of evaluators, were judged superior to those of the control group.

We wanted to set up our own project because a study of ECSC students in a seven week composition program, characterized by small classes (10-15 students), frequent writing and rewriting, but no sentence combining, revealed that students averaged a greater gain in words per T-Unit than the experimental group at Miami University. Furthermore, we could find only one study that focused on an adult population, such as one might find at a community college.

We used four pre and post measures: the Test of Standard Written English(TSWE), T-Unit l ngth, dependent clause length, and a holistic score of overall writing quality. Students at Mohegan began the semester with an average T-Unit score of 16.08, a figure comparable to the average exiting score of students in the experimental group at Miami University, 16.05. The average score for words per clause at Mohegan was 10.45, somewhat better than the exiting score of the Miami University students, 9.64.

By the end of the semester there was no increase in either the T-Unit (-0.58) or the words per clause (-0.02). However, the overall writing quality increased (+0.78) and the TSWE score jumped (+9.4). These interesting results suggest that instruction in sentence combining does not necessarily lead to an increase in syntactic fluency as measured by the length of clauses. Furthermore, improvement in overall quality was not always related to increases in words per T-Unit or words per clause. In fact, sometimes the reverse was true. The improvement depended more on increased use of detail and better organization. The magnitude of the increase in the TSWE score was surprising because the gain for students in a control group at Mohegan was 5.1. Students in the experimental group had little formal instruction in mechanics and did not have a handbook or skills workbook as a text.

Before I could draw any conclusions about the usefulness of sentence combining, I had to go beyond the simple numbers and examine what happened to the students' writing style. The most obvious change that I spotted was a movement away from repititious subject-verb sentence openings. Here are the beginnings of the first four

sentences in a preliminary essay:

1. Behaviours of humans are . . .
2. Many of the reasons for this are . . .
3. I am one . . .
4. I can dry eyes . . .

The opening sentence of the same student's post test shows that although the structure is not fully under control, there is much greater variety in the use of a series of prepositional phrases to start the sentence and an appositive to expand the second half:

> "Up at six, on the road at seven, at work with my first cup of coffee at eight, ready to face the problems of the day: Monday, the first day of most working people's week, is the one day I can gauge how the coming week is going to be for me."

Increased familiarity with sentence patterns may also have led to better control over sentence structure. The following example of circumlocution, taken from a preliminary essay, should be familiar to all English teachers:

> "I feel escaping is a necessity because in these frenzied times that exist now, if you can find a peace of mind from something, I feel it's essential that people escape as often as it's necessary for them."

The appositive pattern, taught early in the semester, seemed to stick with many students. In the following example, it comes to the rescue of the student who had earlier wandered aimlessly through a maze of dependent clauses:

> "From observations I have made I've noticed that most kids will actually become two different people because they have to please two different groups of people, their peers and their parents and family."

Another change in the students' writing was the inclusion of patterns not commonly found outside of professional writing, patterns which had been taught in the sentence combining exercises. In the following example from a post test, the student uses an absolute to create an interrupted series:

> "Every so often I purchase an instant lottery ticket, come home, sit myself down, coin in one hand, lottery ticket in the other, and begin to dream."

As I mentioned earlier, sentence combining exercises were developed to speed up the growth of sentence complexity, but students seem to learn more than just how to write longer sentences. In particular, they learn that expanding a sentence means adding information and cutting unnecessary words, which is the exact opposite of their idea of padding sentences. As they worked on rewriting their own essays, they condensed and tightened loose structures, gaining greater economy and clarity. They also developed a better sense of organization. The sentence combining exercises expose students to structural relationships which occur at a paragraph and essay level, as well as at the sentence level. Discussion about the choice between subordination and coordination or about the placement of elements within a sentence affects how well students are able to express the relationship of ideas. They become more aware of the techniques for creating transition between sentences and therefore achieve greater coherence in their writing.

I decided to continue using sentence combining as a part of the composition course. Students at both ends of the ability spectrum enjoyed the sentence combining more than the traditional exercises I had used previously. The public schools have not yet overdosed students with sentence combining, so I did not hear any complaints about covering the same old turf. Yet the sentence combining is a way of getting students to pay close attention to elements of the sentence and this seems to result in greater sensitivity to grammatical correctness as measured on the TSWE.

There are a number of valid routes to better writing, some more successful than others for a certain teacher or group of students. Sentence combining is by no means a panacea, but it does offer intensive writing practice in fairly large composition classes, such as the 25 or more that are typical at Mohegan. A useful follow up study would be to test the relative effectiveness of sentence combining against other approaches that have been used to circumvent the difficulty of reading all the assignments; approaches such as journals, free writing, peer evaluation, and multiple drafts. Anyone out there interested?

# DESIGNING A SUNDIAL

By Richard Dolliver

It occurred to me, while teaching celestial navigation, that a test of students' understanding of celestial coordinates might be to require them to design a working, accurate sundial indicating zone apparent time. I never gave that test, but in trying the problem I discovered that only a minimum knowledge of the sky was needed, and that the only mathematics used was plane, right-triangle trigonometry! It also happened that a fairly simple computer program could generate the shadow angles. The difficult part of the project, however, was lifting a half-ton of rocks into a stack looking little like a sundial base and more like a sawed-off obelisk.

The problem is almost solved. When a reader tells me how to combat erosion on exposed brass, we will have a complete solution.

First, though, we look at the sky and decide how to locate the sun and predict the position of a shadow at a particular time of day. The sun, as we have all observed, is a hemisphere (Figure 1):

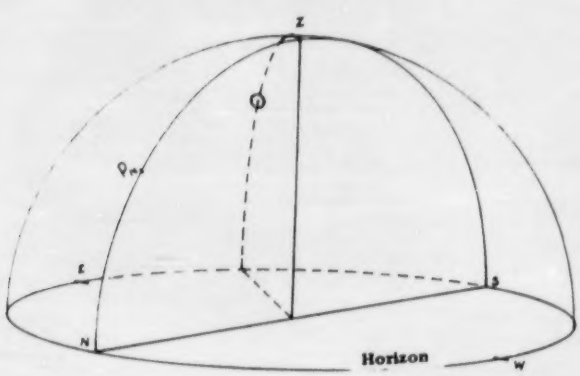



Figure 1.

We call the top point Z, the zenith, and the bottom edge NESW, the horizon. If we look at the north-south vertical plane NZS, we note that it is perpendicular to the horizon plane, and that it contains the earth's axis, which points north to the north celestial pole $P_N$ (near the north star).

Now we can look at the entire sky (the celestial sphere) from a different angle (Figure 2):

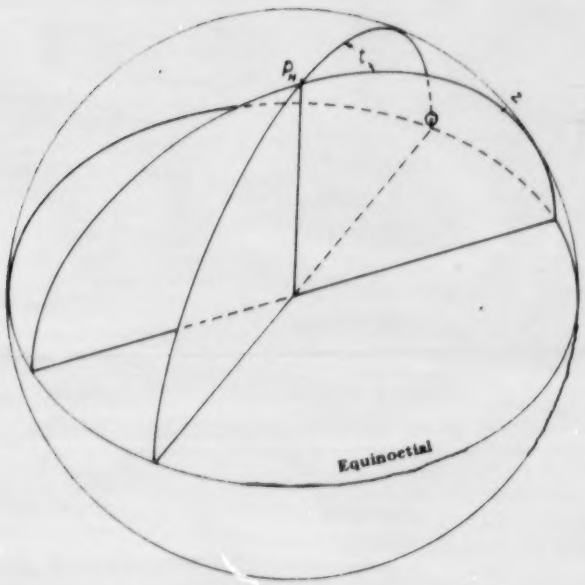


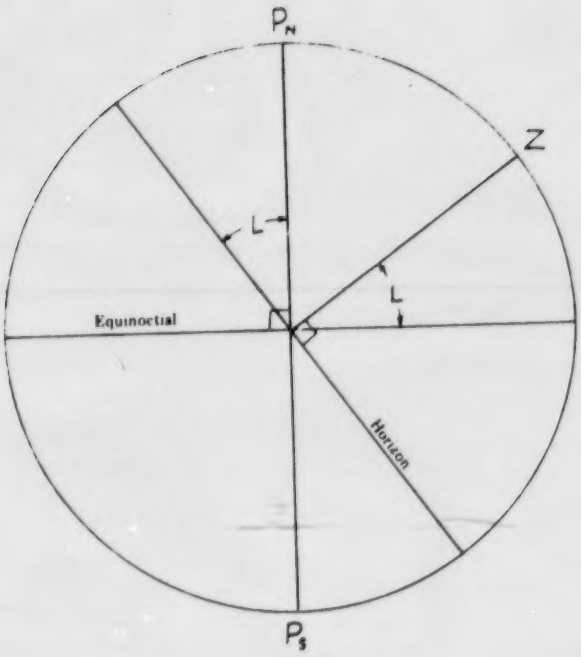

Figure 2.

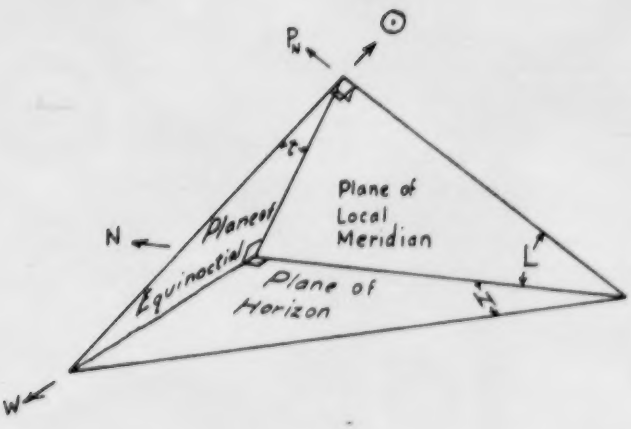
The plane we called NZS, containing $P_N$, coincides with the plane of the semicircle from the north pole to the south pole containing our zenith. We call this semicircle the local meridian.

Two new planes can now be identified. The equator has its plane perpendicular to the earth's axis. Its projection on the celestial sphere is called the equinoctial. Notice that the plane of the local meridian is perpendicular to the plane of the equinoctial Figure 2), as well as to the plane of the horizon (Figure 1). The fourth circle, or plane-of-interest, is the one containing the sun , and the north celestial pole. We call it the hour circle of the sun. It, too, is perpendicular to the equinoctial (Figure 2). The angle between the sun's hour circle and the local meridian, is the meridian angle t. Its value depends on the time of day, being approximately $0^o$ at noon, $180^o$ at midnight, etc.

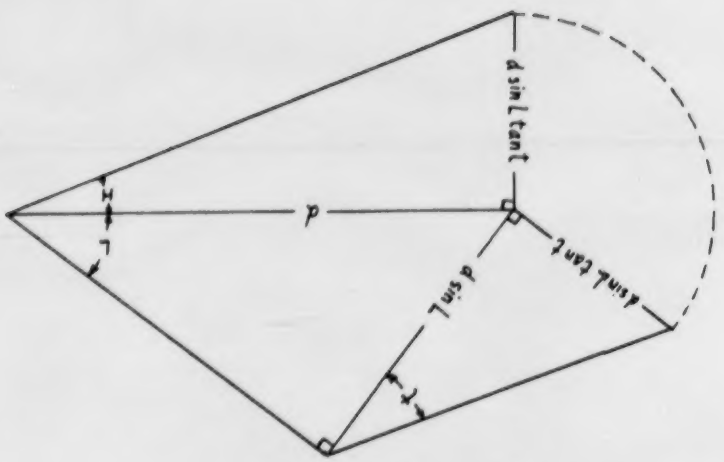
A conventional sundial has a vertical north-south vane, called the gnomon, which casts a shadow on a horizontal surface. If the shadow-casting edge of the gnomon is parallel to the earth's axis, the seasonal north-south apparent movement of the sun does not affect the shadow position.

We can arrange the four planes in a tetrahedron (Figure 3), preserving the angles between them. The plane nearest the observer, in Figure 3, is not labelled and is the plane of the sun's hour circle. The angle L, between the horizontal line pointing north and the inclined line to the north celestial pole is equal to the local latitude, as a picture of the meridian (Figure 4) shows:




The angle H, in the horizontal plane (Figure 3) is the angle which the edge of the gnomon's shadow makes with the north-south line. Its value depends on angles L and t, as we see by cutting the tetrahedron on its east-west edge and flattening it (Figure 5):



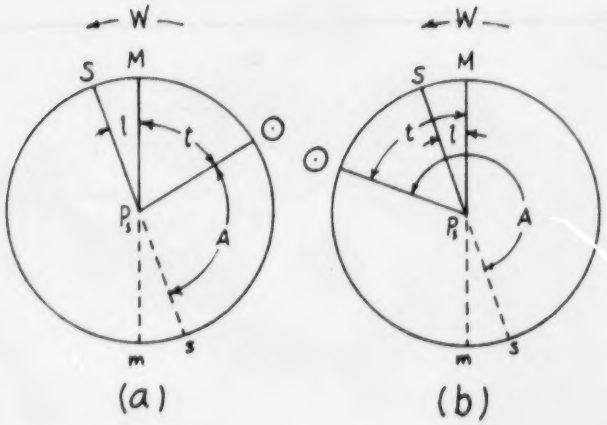

A little plane geometry shows that:

$$\tan H = \frac{d \sin L \tan t}{d} = \sin L \tan t \quad \text{and} \quad H = \arctan (\sin L \tan t)$$

Time can be measured in various ways. Local time is noon when the sun crosses the local meridian; zone time (or standard time) is noon when the sun crosses the standard or central meridian of the time zone. Apparent time uses the "apparent" or real sun - the one that casts a shadow. Mean time is based on a fictitious position of the sun, an average position which changes at a constant rate. Most sundials indicate local apparent time. We want zone mean time (standard time).

To see how time of day is related to it, we can look at the celestial sphere turned so the south pole is toward us. Then the

local meridian, $P_sM$, and the sun's hour circle $P_s$ , appear as radial lines (Figure 6):



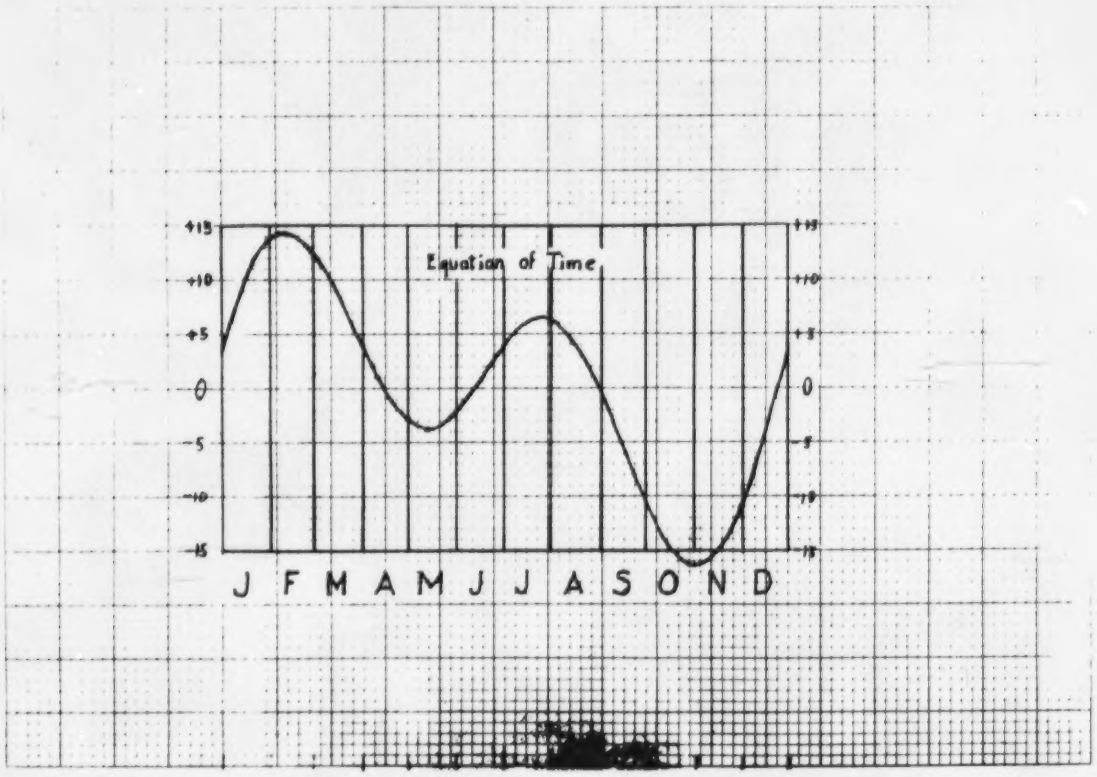

In these diagrams $P_sS$ is the standard meridian of our time zone. The angle l is the difference in longitude between our position and the standard meridian (which is 75°W for Eastern Standard Time). l is taken as positive when the standard meridian is west of us.

Now we wish to find t in terms of time; that is, in terms of Zone Apparent Time. Let A be the angular measure of Zone Apparent Time. It can be converted from degrees to hours by using the fact that $360^o$ = 24 hours, or $15^o$ = 1 hour.

We will consider t to be negative when the sun is east of our meridian (Figure 6a) and positive when west (Figure 6b). Since we change the date and begin measuring time when the sun is opposite S, A is zero at midnight. Notice that $A - t + l = 180^o$. Thus $t = A + l - 180^o$, and both t and A increase at $15^o$ per hour.

For the shadow angle formula we want the tangent of t.
Tan t = tan (A + l - 180°) = tan (A + l).

We must still convert from apparent time to mean time. They differ because t does not change at a uniform rate. Variations caused by non-uniform motion of the earth in its not-quite-circular orbit and the fact that the axis is not perpendicular to the orbit create errors which accumulate to a maximum of 16½ minutes of time. This difference, called the Equation of Time (although it is not an equation in the usual sense), varies throughout the year and has, within a few seconds, the same value each year. It can be corrected with a graph (Figure 7) which may be inscribed on the face of the sundial. An almanac provides the values to graph. This correction changes Zone Apparent Time to Zone Time, also called Zone Mean Time, or Standard Time.




With a computer program which generates the desired values of A or t and calculates the corresponding values of H, the design is complete. Now about that tarnished brass.....

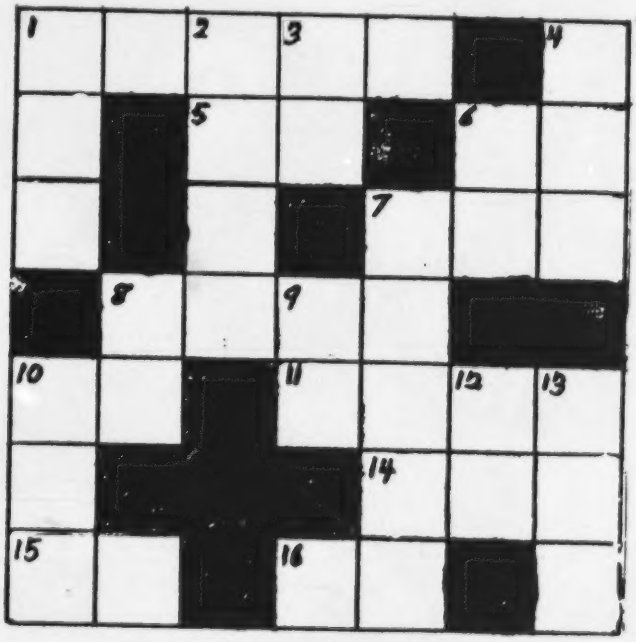
A famous old English puzzle is called Dog's Mead. Although it relates to a farmer and his land, it involves a good deal of engineering math and logic. The problem is to find the age of Miss Grooby, the Farmer Dunk's Mother-in-law. You must not assume that the puzzle was invented this year. You'll need to know that there are 20 shillings to the Pound Sterling, that an acre is 4840 square yards, and that a rood is ¼ of an acre. Also these hints help: One number in the puzzle is the area of Dog's Mead in roods, but it relates to something in the puzzle quite different. One of the numbers across is the same as one of the numbers down.

ACROSS

1 The area of Dog's Mead in square yards.
5 The age of Farmer Dunk's daughter, Martha
6 The difference between length and breadth of D.M. in yards.
7 The number of roods in D.M. times number 9 down.
8 The year when little Piggly came into occupation by the Dunk family,
10 Farmer Dunk's age.
11 The year Farmer Dunk's child, Mary, was born.
14 The perimeter of D.M. in yards.
15 The cube of Farmer Dunk's walking speed in mph.
16 Number 15 across minus number 9 down.

DOWN

1 The value of D.M. in shillings per acre.
2 The square of Mrs. Grooby's age.
3 The age of Mary.
4 The value of D.M. in Pounds Sterling.
6 The age of Farmer Dunk's first born, Edward, who will be twice as old as Mary next year.
7 The square, in yards, of the breadth of D.M.
8 The number of minutes Farmer Dunk needs to walk 1 1/3 times around D.M.
9 See number 10 down
10 Number 10 across times number 9 down.
12 One more than the sum of the digits in the second column down.
13 The length of tenure, in years, of little Piggly by the Dunk family.



## POSITION STATEMENT ON BILINGUAL EDUCATION

By Dimpna Torres

The field of education should fully recognize what this United States nation has accepted since its beginning: the concept of pluralism. Pluralism is the coexistence of many different ethnic groups under one nation. In a pluralistic society there is emphasis on the native culture and language. The United States has always accepted groups from all over the world. These different ethnic groups have been and will continue to be the building blocks of the United States.

The primary function of education in the United States is to prepare individuals to become productive citizens in a pluralistic society. Developing and emphasizing the native culture and language of the individual is not a subversive act but a reinforcement of the United States citizenship pride. In order for an individual to become a productive citizen, that individual should feel comfortable with and accept what he/she is. Knowing one's native cultural tradition and language is a step towards self acceptance and acceptance of others. The importance of the enrichment and maintenance of the different cultures and languages in the United States, as I stated before, in coexistence since the onset of the United States, has been highlighted by a recent educational medium - bilingual education. The role of bilingual education is parallel to the United States mission of maintaining alive and active different ethnic cultures. The United States mission and bilingual education are not antagonistic forces but they reinforce each other. Antagonism and negativism are created by those who ignore or do not understand the concept involved in both the nation's and bilingual education's purpose.

One of the most misunderstood components of bilingual education is the use of the languages involved. Two languages are used in the development of courses: one is the native language of the target group and the other is English. Those who disapprove of bilingual education emphasize that English should be the only language used in any educational situation. What these groups of people are expressing is their fear that English is being threatened and will be replaced by another language. These fears are unfounded since everyone involved in bilingual education knows and promotes the fact that English is the only official language of the United States. There is no foundation to fears of sabotaging the English language by replacing it with another language, but, of course, this statement can only make sense to individuals who are socially secure and stable.

Another misconception is the idea that English as a second language is bilingual education. People in this group reject emphasis of any native cultural and linguistic enrichment. Their only preoccupation is to learn English as soon as possible. This group of people are also obsessed with fear of sabotage and replacement of English by another language as the United States official language.

The rejection of the cultural component from education is not patriotic; it is un-American. This rejection denies that which has always been present in the United States: plurality of ethnic groups. Bilingual education provides a faster process for the recognition of these ethnic groups. It provides a basis for full understanding and acceptance.

Bilingual education has sprung all over the nation. It is more widespread than many choose to realize. It has been adopted in many areas: vocational, academic, health fields, governmental, etc. Bilingual education reaches many educational levels from kindergarten to higher learning institutions. If given its due recognition and support, bilingual education will prove to be a useful tool in shaping more United States citizens.

# HISPANIC STUDENT INFLUENCE ON INSTITUTIONS AND ADMINISTRATORS DURING THE 1980's

By Eduardo J. Marti

During the next two decades there are a variety of factors that will contribute to an increased awareness of the Hispanic population by institutions of higher education. According to a report by the Carnegie Council on Policy Studies in Higher Education the traditional 18 to 24 year old population will decline by 23 percent by 1997.[1] In Connecticut, another study projects a 41% decline in high school graduates by 1985.[2] These studies point out that the impact on colleges can be upset by the increased participation of students 25 years or older, by women, and by members of the minority groups. The Board of Education reported that as of October 1979 minority students represent 17.2% of the student population. Over a 5 year period Connecticut minority enrollment grew on the average rate of 0.7% annually; the number of black students declined for the fourth consecutive year while the number of Hispanic students increased. 32.4% of all minority students are classified as Hispanics. Exclusive of vocational-technical schools, public school enrollments declined by 4.3% over 1978. In this period non-minority enrollment was down 5.2%, black enrollment was down 1.9% and Hispanic enrollment was up 2.6%. Hispanics now represent 5.6% of all enrollments in Connecticut as compared to 3.0% a decade ago.[3]

The American Council on Education conducted a study for the Interassociational Council on Policy Studies, a research coordinating body of 21 higher education associations which demonstrates strategies to increase student enrollments in the 80's. Of the 12 strategies that were reported, 3 suggest increased attention to the minority populations.[4]

The Carnegie Council on Policy Studies in Higher Education indicates that the shift in population will have the following impact. On the institutional level, major research universities, selective liberal arts colleges, and public two-year colleges will be the least vulnerable to the declining enrollments of the next two decades. Less selective liberal arts colleges and private two-year colleges are the most vulnerable. On the student level, there will be a lowering of admission requirements for entrance in institutions of higher education, there will be an intense search for non-traditional students and minority students, there will be an increased emphasis on the retention on students, and there will be a rising level of grades to attract students in courses and departments.

Since the demographics indicate that the relative level of Hispanic students is increasing, and since there will be a greater emphasis on attracting minority students, it stands to reason that the influence of the Hispanic student in institutions of higher education will rise in the next two decades. This will necessitate certain adjustments on the part of the institutions, administrators, and faculty. On the institutional level, it is foreseen that greater emphasis will be placed on recruiting, and/or promoting administrators of Hispanic descent as a response to the greater number of Hispanic students in the institution. At present, faculty and administrators of Hispanic descent are a very small minority in the institutions of higher education. For example, in an article published in the Community College Review by Alberta Lopez and Raymond Schultz, A Survey of Chicano Administrators in 93 Public Community Colleges in the five Southwestern states indicate that only 19 were first line deans and ine were presidents.[5] What is significant about this figure is that although there has been a relative interest in attracting Hispanic administrators primarily because of Affirmative Action rulings, most Hispanic administrators are a mid-level management positions. Obviously, as institutions begin to respond to the pressures of declining enrollments and begin to take an interest in Hispanic students it will turn to this pool of mid-managers and catapult them into decision-making positions. In turn, these administrators will then begin recruiting faculty of Hispanic background that can respond to this new population. It is therefore foreseeable that the number of administrators and faculty in institutions of higher education will demonstrate an increase in the next two decades. It is also reasonable to assume that the increase will not be as dramatic as the one seen in the student populations. This is primarily due to tenure issues and fiscal constraints of the institutions.

For those faculty and administrators that are hired it is important to understand that they will be hired, evaluated, and retained by members of the established majority. This situation will have a definite impact on the job satisfaction of these administrators. In their study, Lopez and Schultz found that a high proportion of the respondents saw themselves as facilitators and social agents whereas the institutions and community board saw the Hispanic administrators as buffers in their role with the Hispanic students. It is also significant that in their study it was shown that administrators from California experienced more role conflict than those from Texas. The Texas administrators suggested that their problems were different because they had the support of largely Hispanic governing boards and communities. For us in the Northeast the situation is similar to the California administrators. The boards and administrators are largely non-Hispanic and, most likely, those of us in policy-making positions will find ourselves in conflict over what institutions expect and what the students want. Regardless

of our own views on social changes, the students of Hispanic background will see us as figures of authority. This will result in additional conflict. Figures of authority are sometimes interpreted in our culture as being omnipotent. It is almost impossible to convince students and faculty that as administrators our hands are sometimes tied. We have seen countless examples of similar situations in the black community. The community is very quick to label a responsible, cautious administrator as a puppet of the establishment. We face and will continue to face similar pressures by members of our community. On the other hand, if we are indeed hired as buffers, to "handle the Hispanic students," those that hire us will expect us to minimize the student demands.

We must also be specially sensitive to needs of students of Hispanic origin. Such a student faces a rather frustrating situation when he is placed in competition with students fully conversant in the dominant language. Whereas other minorities are clearly identified by race or creed, our students are further identified by a lack of command of the language in which they are to receive instruction. On the other hand, it is difficult for our students to realize that in order to effectively compete with the other students in the institution, they must first be trained to command the language of use. The result of this is the placement of our students in remedial courses or in courses of English as a second language. This has the immediate reaction of categorizing students of Hispanic origin as a population of individuals that have less ability to succeed than others. Since the college experience is dependent on these skills, students insecurities are increased by this very fact. Students are constantly reminded by society and instructors of their inability. Up to now, with the exception of urban community colleges, our students have been seen as a problem. Some inroads have been made in bilingual programs and intensive English as a second language training programs. At the same time we are faced with declining resources that prevent us from providing adequate support to programs designed to improve the quality of the experience for our students. In California, Proposition 9 has had a definite impact on institutions of higher education. These fiscal constraints have caused institutions in California to reduce programs such as English as a second language and remediation. Another significant factor is the current renewed emphasis on academic standards. Miame-Dade has suspended more than 8,000 students this year that is beginning to offer scholarships based on merit. Public institutions in Florida have instituted mandatory placement exams and Sophomore level examinations. These factors all point to a conflict between the need to attract Hispanic students and the ability of the institution to absorb these students.

Students of Hispanic origin come from economic backgrounds that fail to compare with students of the dominant language counterpart. Although this is clearly changing, most students who enter institutions of higher education come from economic backgrounds that have not permitted them to have the preparatory training of others. On the other hand, a large number of our students come from cultural backgrounds that are indeed equal if not better than their counterparts. This obvious conflict results in additional frustration by the part of the student. Therefore, they see the college experience as a tool for them to escape the economic constraint and be able to take their rightful place in society. They look to us to recognize and correct the inequities of society.

Also, the inspiration of our students are high. Those that are familiar with educational systems in Latin and South America, come to institutions of public education expecting that they will be able to attain a degree that will give them the ability to increase their earning power substantially in a rather short period of time. Few are aware that the American system of education is based on a three tier approach, meaning college, master, and doctoral levels. Again, this increases their frustration when they come to a two-year public community college and on completion of that program they realize that their earning potential is only that of an entry-level position.

In conclusion, it is reasonable to assume that there will be an increased opportunity for those of us who are willing to take on positions of leadership in institutions of higher education. It is also clear that those of us that accept these roles will have to be prepared to face extremely difficult situations. Not until members of the Hispanic community in our area become a viable force in the community and boards will the role of the administrator be eased. The conflict between what students, and the community, expect from us is going to exacerbate. However, if we are strong enough to stand these pressures we have a real opportunity to facilitate access of our compatriots into a better way of life and to influence social change through our educational institutions.

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# AN EXAMINATION OF FACTORS INFLUENCING DROPOUT IN ADULT WOMEN COMMUNITY COLLEGE STUDENTS

By John H. Coggins

Two-year community colleges have been the most rapidly expanding segment of public education in the last 15 years. The increase in numbers of adult community college students, and of adult women students in particular, has been tremendous in the last decade and is predicted to grow even more. One of the most heavily studied features of community colleges is the high dropout rate, yet studies are lacking which single out the fastest growing group of students, adult women, for most of the variables relating to persistence in college.

This study was designed to identify factors from the selected variables of grade point average, attitude toward school, financial status, perceived family support, locus of control, perceived relationship with average age students and high school grades; which could serve as predictors of persistence or withdrawal for adult women students at Middlesex Community College. Persisters and non-persisters were statistically compared using these variables in an attempt to identify those characteristics which would maximally discriminate between the two groups.

The hypothesis which was tested statistically stated in the null is:

> $H_0$: There will be no relationship between the identification as adult women persisters and non-persisters at Middlesex Community College and grade point average, attitude toward school, financial status, perceived family support, locus of control, perceived relationship with average age students and high school grades.

The population sampled in this study was adult women (age 25 and older) students at Middlesex Community College in Middletown, Connecticut, who had attended the college during the 1975-76, 1976-77, or 1977-78 academic year, including summer sessions. Persisters were identified as women who had been enrolled for at least three continuous semesters, either part-time or full-time, and were making progress toward completion of degree requirements, or who graduated in 1976, 1977, or 1978. Non-persisters were women who began studies during the 1975-1978 period, completed at least 9 credits, and who had neither registered during the

semester data were taken, nor transferred to another college. The study developed data on 86 women, who agreed to participate after being randomly selected from the total population of eligible adult women at Middlesex Community College during the period 1975 to 1978.

Data were gathered on attitude toward school, financial status, perceived family support, and perceived relationship with average age students by means of a questionnaire. Locus of control measures were made using the Adult Nowicki-Strickland I-E Scale. Additional data concerning perception of the campus atmosphere were obtained by using the College and University Environment Scale. High school and college grade point averages were calculated from transcripts.

Discriminant analysis was the statistical technique used to analyze the data. A discriminant function was developed using the independent variables in the SPSS sub-program DISCRIMINANT. This function entered in stepwise fashion the variable which provided the greatest discrimination between persisters and non-persisters when added to the variables already entered. The classification function of discriminant analysis was used to ascertain which individuals were correctly classified according to the discriminant function which was developed.

## Profile of the Subjects

Since the means and standard deviations for the code of the variables are useful primarily for the statistical procedures done by the computer, it is worthwhile to present a more detailed comparison of the subjects using the raw data.

Demographic variables. As Table I indicates, the typical persister and non-persister is a married woman, with two-thirds or more of the women in each category married. Single, divorced, and widowed women comprise approximately equal percentages in each group. The two groups are nearly identical in age as well, as Table I shows. Persisters averaged 38.8 years of age with a range of 26 to 63, while non-persisters averaged 38.9 years of age and ranged from 27 to 59.

Table II shows the percent of women, by marital status, who have dependent children. Two interesting comparisons should be pointed out. First, while well over half of each group has dependent children, nearly 14% more of the non-persisters have children. When comparing married women only, the difference is even greater, with nearly 20% more of the non-persisters having dependent children.

TABLE I

MARITAL STATUS OF SUBJECTS

| | PERSISTERS N = 51 | | NON-PERSISTERS N = 30 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Single | 6 | 11.7% | 3 | 10.0% |
| Married | 34 | 66.6% | 21 | 70.0% |
| Divorced | 5 | 9.8% | 4 | 13.3% |
| Widowed | 3 | 5.8% | 1 | 3.3% |
| Single/Mar.* | 0 | 0.0% | 1 | 3.3% |
| Single/Mar./Div.* | 1 | 1.9% | 0 | 0.0% |
| Married/Div.* | 2 | 3.9% | 0 | 0.0% |

*These subjects reported the described status while attending college

TABLE II

PERCENT OF SUBJECTS WITH DEPENDENT CHILDREN

| | PERSISTERS N = 51 | | NON-PERSISTERS N = 30 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Total | 32 | 62.7% | 23 | 76.6% |
| Unmarried | 2 | 33.3%* | 1 | 33.3%* |
| Married | 24 | 70.5%* | 19 | 90.4%* |
| Divorced | 4 | 80.0%* | 2 | 50.0%* |
| Widowed | 2 | 66.6%* | 1 | 100.0%* |

*Reflects the percent of unmarried, married, divorced and widowed women, respectively, who have dependent children

TABLE III

SUBJECTS' SOURCE OF FINANCIAL SUPPORT

| | PERSISTERS N = 51 | | NON-PERSISTERS N = 30 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Self | 14 | 27.4% | 9 | 30.0% |
| Husband | 17 | 33.3% | 10 | 33.3% |
| Self & Husband | 17 | 33.3% | 11 | 36.6% |
| Parents | 0 | 0.0% | 0 | 0.0% |
| Self & Parents | 3 | 5.8% | 0 | 0.0% |
| % Who Hold Jobs | 34 | 66.6% | 20 | 66.6% |

With regard to financial support persisters and non-persisters are virtually identical. Two-thirds of the women in each category hold jobs, and one-third of each group is financially supported by husbands. None of the non-persisters indicated they received financial support from parents, while 5.8% of the persisters reported such assistance. With such a high percentage of women working, one would expect the majority to be, or have been, in the case of non-persisters, part-time students. Table IV shows this to be the case, but a much higher percentage of non-persisters, nearly 23%, attended part-time. Put another way, 90% of the non-persisters were part-time students, while only 67% of the persisters are part-time.

TABLE IV

SUBJECTS STUDENT STATUS

| | PERSISTERS N = 51 | | NON-PERSISTERS N = 30 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Part-time | 41* | 67.2% | 27 | 90.0% |
| Full-time | 20* | 32.7% | 3 | 10.0% |

*Numbers total larger than N(51) because some subjects reported themselves in both categories at various times in their college attendance.

The independent variables

The study found no significant discrimination between persisters and non-persisters using the variables college GPA, high school GPA, financial status, locus of control, and perceived relationship with average age students. The persisters and non-persisters are virtually identical in terms of academic achievement (as college GPA) and prior achievement (as high school GPA). The non-persisters rate insignificantly higher in each category, 2.644 to 2.551 in high school achievement and 3.233 to 3.213 in college achievement. What is of note in these scores in the mean improvement is grades from high school to college for all members of the population. For the 72 individuals for whom both college and high school grades were available, only 9, or 12.5% had lower grades in college than in high school.

The overall similarity of grades is to be expected, since none of the non-persisters is an academic dismissal. The literature indicates that voluntary withdrawers tend to have the same college GPA as persisters.

Adult women persisters and non-persisters showed significant differences with regard to attitude toward school. The most distinctive aspect in attitude toward school was the highest college degree the subject expected to earn.

More than half (56.0%) of the persisters listed the associate degree as the highest degree they planned to obtain when they began college, as compared with 33.3% of the non-persisters. On the other hand, 16.6% of the non-persisters planned to get no degree, or a one-year certificate, compared to none of the persisters, and 49.9% of the non-persisters planned to get a higher degree than an associates as compared to 44.0% of the persisters. Most of the literature on persistence indicates non-persisters have lower degree expectations than persisters. In this case, however, the percentage of non-persisters who anticipate a higher degree than the associates is greater than for persisters, as is the percentage of those who anticipate no degree or a degree lower than the associates. These data may be an indication of what many researchers have reported, that persisters tend to have goals that are more clearly defined. More than 13% of the non-persisters report no degree goals, and a lower percentage of non-persisters than persisters (36.6% to 56%) expects their highest degree to come from a two-year institution. A woman whose goal is the final degree at the college she is presently attending is probably more likely to see the ways and means to that goal than a woman whose degree expectations involve transfer to another institution.

Perceived family support also provided significant distinction between persisters and non-persisters. Most distinctive in this category were support by parents and children of the adult women students. Persisters perceived a higher level of support than non-persisters from both their parents and children. Eighty-five percent of persisters felt some measure of support from their husband for their college attendance, while the figure for non-persisters was slightly lower at 77.2%

The discriminant function which was developed was tested on the subjects to ascertain which individuals were correctly classified according to the function. The percent of the grouped cases correctly classified was 72.84%.

## Implications

While this study indicates that attitude toward school and perceived family support can be used to distinguish adult female persisters and non-persisters with moderate success, it by no means provides a truly definitive predictive model for the persistence or withdrawal of the adult woman student at Middlesex Community College. It may be that because adult women are unique as college students, the standard best predictors of the college persistence are not applicable to them. Further, because of their roles as wives and mothers, the standard timetable of consecutive semesters may not apply to their persistence.

Certainly the non-persisters have not withdrawn for academic reasons. Their mean grade point average of 3.233 (out of a possible 4.0) is excellent, and rates slightly higher than the persisters' GPA of 3.213. Of all the non-persisters, none had a GPA that threatened her with academic probation. The lowest GPA, held by only one subject, was 2.000. In any case, both the persisters and non-persisters in this study, on average, were the top ranked group of students at the school.

The two factors found to be significant in this study, attitude toward school and perceived family support, deserve further inspection in light of the fact that academic achievement does not distinguish persisters and non-persisters. Also deserving greater scrutiny is the concept of the "stopout," as opposed to the dropout. It may be that for the non-persisters in this study certain factors not included in the study mitigated against attending college during the semester when data were taken, but that they eventually will return to college. Many studies have indicated that the real dropout rate for community college students (i.e. the rate for those who will not return to college at all) is quite small, and that many students leave school temporarily for such reasons as employment or class scheduling conflicts.

Turning first to attitude toward school, the real distinguishing factor in this category was college degree expectations. Two points may be made regarding this variable. First, a higher percentage of persisters listed the associate degree as the highest degree they planned to achieve. But, and this is the second point, the persisters, by indicating an immediate and attainable goal - the degree at the college they are attending - may be demonstrating that their goals are more clearly defined than the non-persisters, and therefore that they may be more inclined to push toward their goal without interruption. The review of literature provided abundant evidence that persisters tend to have specific, clearly defined educational goals.

If one were to assume that many of the non-persisters were stop-outs, and not dropouts, then perhaps the case could be made that the stopping out is partially due to the fact that their ultimate goal is either not as clearly related to present schooling as is the persister's, therefore reducing the importance of continuous pursuit of that degree, or that goals are more long range or distant and therefore not as clear, and so the stopping out does not represent such a threat to their goals.

Turning to the variable perceived family support, it is possible to consider a case in which the cumulative weight of family factors might have made attending college during the semester in which data were taken difficult, but in which eventual return to college is not precluded.

To illustrate: non-persisters indicated their children supported their college attendance to a lesser degree than persisters, with 87.5% of persisters perceiving some support from children compared to 72.0% for non-persisters. In terms of husband's support, non-persisters again achieved a somewhat lower level of support, with 77.2% of non-persisters indicating some level of support from husbands for their college attendance, compared to 85.0% for persisters. And, while there was a low rate of response to the question regarding parental support for attending college, 72.1% of persisters indicated some level of support from their parents, compared to 50.0% for non-persisters.

Three additional items from the questionnaire may be considered to pose barriers to college attendance for the non-persisters. Married women comprised the largest marital status category in each group. Of the married persisters, 70.5% had dependent children, compared to 90.4% of the married non-persisters.

On the question regarding how the subjects felt about being in college with younger students, persisters indicated they were less bothered by it than non-persisters. Nearly twice as many non-persisters percentagewise felt uncomfortable with younger students, 26.6% compared to 13.6% of the persisters.

Studies have reported that part-time community college students were more likely to drop out than full-time students. In this study 90.0% of the non-persisters indicated they were part-time students, compared to 67.2% of the persisters. Persisters also indicated a greater likelihood of changing their status from semester to semester.

The sum of all these factors is more likely to influence persistence than each individual item. The majority of husbands, children and parents were perceived to support the subject's college attendance, but the non-persisters perceived less support in each category. The majority of subjects felt comfortable attending college with younger students, but a somewhat greater percentage of non-persisters than persisters was uncomfortable. Ninety percent of the married non-persisters had dependent children, and 90.0% of the non-persisters were part-time students. The non-persisters percentages were greater than persisters in both of these categories, and one would think these two factors might make continuous attendance at college more difficult.

The data indicate that both persisters and non-persisters do well academically, and both groups show strong internal locus of control. In addition both groups perceive substantial support from their families for attending college. The groups are similar in financial status, and the majority of both groups felt comfortable with average age students and find the campus atmosphere friendly. However, as the comparisons in the previous paragraphs indicate, attending college was slightly more difficult for the non-persisters than the persisters. The indications are that non-persisters' goals are somewhat less clear than persisters'; and that a few more barriers were presented to continuing college. Overall, though, the prospects for their success in college seem positive.

## Notes on Contributors

LeRoy Barnes is Associate Professor of Social Science at Middlesex Community College where he teaches Sociology and United States Social History. He is active in community affairs and has acted as a voice for Cooperative Extension throughout the state. He is an accomplished harpsichordist.

James Childs is an Associate Professor of English at Middlesex Community College and producer of several off-broadway plays.

John Coggins is an Ecologist-Biologist with a Ph.D. from UConn. He is head of the Math-Science Division at Middlesex Community College. He is married, with two children, Christy and John. His interests include Urban-Suburban bird populations, community college student retention, back-packing, photography and physical fitness.

James Coleman has taught at Mohegan Community College since 1973. Before that, he taught at Olivet College near Battle Creek, Michigan. He has edited The Garfield Lake Review and The Red Fox Review, and has received grants from the Connecticut Commission on the Arts and the National Endowment for the Arts for his writing. A story of his appeared in the Winter issue of Connecticut Artists magazine.

Richard Dolliver is Chairman of the Mathematics Department at Greater Hartford Community College. He has a Ph.D. from UConn and has taught celestial navigation at the Coast Guard Academy.

Mary-Jo Hewitt, a 1979 graduate of Middlesex Community College will receive her B.S. degree from Central Connecticut State College in 1982, just 36 short years since she left high school. Her husband and three teen-age children are almost as enthusiastic about her future teaching career as she is.

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